

Term 4 PREP Curriculum Overview

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Place Value 3D Concepts of Measurement	Phonemic Awareness Fluency Comprehension	Sentence Fluency Spelling Word Choice	Be courteous	Design & Technology Enduring Understanding: Products are designed to solve problems and meet people’s needs. - I can explore different materials and how they can be used to create designed solutions. - I can communicate design ideas through describing, drawing and modelling. - I can safely use materials, tools and equipment to produce designed solutions. - I can use personal preferences to evaluate the success of design ideas. - I can sequence steps for making designed solutions.
Week 2 Oct 13			Sentence Fluency Spelling Word Choice Presentation		
Week 3 Oct 20	Place Value	Phonemic Awareness Phonics Fluency Comprehension	Word Choice Presentation	Be fair	
Week 4 Oct 27			Presentation		
Week 5 Nov 3			Multiplication and Division Time	Phonemic Awareness Phonics Comprehension	
Week 6 Nov 10					
Week 7 Nov 17	Multiplication and Division	The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.	Take care of self and others		
Week 8 Nov 24					
Week 9 Dec 1					
Week 10 Dec 8	Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.			Be Kind	
Week 11 Dec 15			Revision		

Term 4 Curriculum Overview: Mathematics

Prep

	Essential Learning	Learning Targets
Weeks 1-4	Place Value: name, represent and order numbers, including zero to at least 20, using physical and virtual materials and numerals.	→ I can write numerals up to 20. → I can use words such as 'first' and 'second' to describe positions in a sequence (to tenth).
Weeks 1-2	3D Concepts of Measurement: identify and compare attributes of objects and events, including length, capacity, mass and duration, use direct comparisons and communicate reasoning.	→ I can connect relevant descriptors (vocabulary) with the appropriate measurement attribute. → I can compare pairs of objects to say which is heavier or lighter (mass) and explain or demonstrate how I know. → I can compare pairs of objects to say which one holds more/less (capacity) and explain or demonstrate how I know.
Weeks 5-6	Time: sequence days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions.	→ I can compare two events to say which is longer or shorter (duration) and explain or demonstrate how I know.
Weeks 5-9	Multiplication & Division: represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies.	→ I can share a collection (up to a total of at least 10) into equal groups using 1:1 correspondence counting. → I can represent practical grouping and sharing situations through roles playing.

Term 4 Curriculum Overview: Reading

Prep

	Essential Learning	Learning Targets
Weeks 1-5	Fluency: the ability to read accurately, quickly, and expressively. Fluent readers can focus on reading for meaning. Reading accurately and at an appropriate rate with expression.	→ I can read some High Frequency Words: all 'Heart Words' up to Stage 7.1 and HFW from DE Phonics + scope - Level F. → I can read simple decodable texts up to Stage 7.1.
Weeks 1-6	Phonemic Awareness: knowledge of sounds (phonemes) - the ability to identify and manipulate the individual speech sounds in words called phonemes.	→ I can identify syllables in spoken words and demonstrate this. → I can recognise and produce rhyming words when listening to rhyming stories or rhymes.
Weeks 1-5	Comprehension: the ability to extract and construct meaning from written text. Making meaning from text which includes developing knowledge of grammar (Often relating to whole text understanding).	→ I can use a range of comprehension strategies to develop my understanding of a text. → I can describe the key features of narrative and informative texts, as well as identify what is different about the text types.
Weeks 3-6	Phonics: knowledge of the relationships between letters and sounds, and the ability to use letter-sound relationships to decode words. Knowing the sound (phoneme) and letter (grapheme) relationships.	→ I understand that words have meaning and can be made up of more than one meaningful part.

Term 4 Curriculum Overview: Writing

Prep

	Essential Learning	Learning Targets
Weeks 1-2	Sentence Fluency: The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.	→ I am beginning to write identifiable clauses often linked using 'and'.
Weeks 1-2	Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	→ I can correctly write some high frequency and other familiar words
Weeks 1-3	Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ I can include some learning area vocabulary in my writing. → I am beginning to use adjectives to add meaning to my ideas by describing qualities or features
Weeks 2-6	Presentation: The physical appearance of the piece.	→ I can correctly form all upper case letters. → I can correctly form all lower case letters.
Weeks 5-6	Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.	→ I can identify some familiar types of texts, such as stories or information, as well as understand that they can be presented in a variety of forms (ie: signs/books or digital)